**Critical Friends Protocol: Structured Discussions and Reflections.**

**Part 4**

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| **Step 1 – The Task**  The **Facilitator asks the Critical Friends** questions as they examine the task from the **student’s perspective** and the **Presenting Team’s perspective**  1. How does the assignment provide students opportunities to work with significant concepts in both content and 21st Century Skills?  2. How does the assignment follow UDL Principles such as Representation (various ways to obtain information), Expression (various ways to demonstrate knowledge gained), and Engagement (various ways to challenge and motivate students).  3. How does the assignment actively engage students in constructing their own knowledge?  4. How does the assignment stimulate higher order thinking, discussion and collaboration? What higher ordering thinking is occurring?  5. What is the level of challenge (Bloom’s) occurring in the student task? What are the students asked to do?  6. How does technology enhance the lesson? What technology is being used by the teaching team? By the student? Could the task be completed without technology? | **Step 2 – Sharing Student Assessments**  The **Presenting Team shares their assessments** for the student work.  The **Facilitator asks the Critical Friends** questions such as:  1. How did the team’s assessment align with the objectives?  2. How does the assessment reflect criteria for product and process (quality and quantity)?  3. How does the assessment format provide students formative feedback on how and what needs to improve?  4. How does the assessment format match the cognitive challenge of the task?  5. How did the assessment assess 21st Century Skills?  6. How does the assessment assess the essential learnings of the curriculum content?  7. Is the assessment a good match for the task? |
| **Step 3 – Analysis of Student Work**  The **Presenting Team hands out 3 samples of student work**, without identifying their own evaluation of the work. The Critical Friends analyze the student work samples and share their assessment of each sample.  **The Facilitator asks the Critical Friends questions such as:**  1. What evidence demonstrates that the student achieved the assignment’s objectives?  2. What components of the task show the greatest variability across students?  3. What misconceptions or errors in thinking did students demonstrate?  4. What student feedback would help redirect the student?  5. Which student work exceeded your expectations? Met your expectations? Did not yet meet your expectations? Why? | **Step 4 – Reflections**  Both the Presenting Team and colleagues reflect on the assignment and student work.  **The Facilitator asks questions such as:**  1. What interventions should be considered to help the students who do not meet expectations?  2. To what extent does my feedback give students a very clear sense of what they need to do to improve?  3. How can I revise the feedback I give to students?  4. How did or could technology be used to add value to the lesson?  5. How might you increase the expectations and possibilities for this assignment in terms of the level of challenge? UDL Principles? Technology use? Type of communication? Collaboration? |